

The New Common Inspection Framework – Sept 2009

Alison Scott (EMFEC)

Leadership and Management

How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

The provider manages equality and diversity, particularly disability, gender and race, and actively promotes equality and diversity among staff, learners, employers, parents and other partners

Management is clearly focused on improving outcomes that raise standards and improve lives

Positive action is taken to tackle unlawful and unfair discrimination, inequality and unfairness

The provider publishes and celebrates successful outcomes; e.g., the achievement of equality targets or positive actions

Provider managers and staff can give examples of how equality and diversity are promoted and the impact of this.

There are clear statements of provider values in relation to understanding and respecting differences, supported by policies and measures

Learners and employers offering placements are aware of the actions taken to promote equality and diversity.

Forums are organised to discuss local problems and incidents, in an effort to understand, respect differences and promote positive relationships

Campaigns promote belonging to the college and to the local community

Respect for human rights is promoted

There are regular debates on current affairs and world politics

The ethnic profile of staff and governors broadly reflects that of the learner population; where this is not the case, the provider is taking steps to address this.

Best use is made of individuals' differing skills and talents

The provider works with other organisations locally and, where relevant, nationally, to promote equality and diversity.

Publicity information is free from bias and promotes equality and diversity.

Those providers that are public bodies, such as colleges and local authorities, have equality schemes and plans for the promotion of equality and diversity, showing how they fulfil their general and specific legal duties, including staffing and employment.

Private/not for profit providers have policies to ensure equality of opportunity and that there is no unlawful discrimination, harassment or bullying.

An equal opportunities' plan is detailed, monitored, regularly updated and brings about improvements

There are equality impact assessments on all relevant policies

The provider promotes equality and diversity in keeping with the policies of its public funding or contracting bodies.

There is compliance with race, gender, equality, disability discrimination, child protection and other legislative responsibilities

There is a planned approach to educational and social inclusion

There are clear arrangements for consulting with users and stakeholders

There is a gender equality scheme with objectives to address gender pay gaps and other discrepancies

Careful monitoring (to avoid discrimination) by ethnicity, gender, age and disability in the recruitment of staff, staff development and their career progression

Actions are taken to increase numbers of under-represented groups where courses are dominated by a particular gender or where certain ethnic groups are under-represented compared to the local population.

The provider assesses the impact of its work in relation to equality and diversity and takes appropriate action in response to its findings

Equality and diversity is built into strategic plans.

Providers which are public bodies such as colleges and local authorities monitor the impact of race/gender/disability schemes and plans, and the progress towards a single equality scheme, and follow up action is taken to address areas for improvement. This applies to provision such as Workstep, apprenticeships, Train to Gain and E2E when they are offered by public bodies.

In wider remit provision, private/not for profit providers are able to identify how they are contributing to the LSC/DWP equality schemes through their own practice.

Governors or supervisory bodies receive regular reports on the progress and impact of new legislation such as the single equality scheme and supporting action plans. They demonstrate that they understand the scheme and supporting plan and are aware of their responsibility.

The provider makes sure training in equality and diversity is effective so that leaders, managers, governors or supervisory bodies, staff and learners understand their roles and responsibilities in relation to equality and diversity

The provider ensures that training is embedded in induction for learners, teaching and support staff and governors/supervisory bodies. Arrangements are in place for those who are unable to attend to access the training at a later date.

All staff have had training to understand the impact of relevant legislation on their work; e.g., the Disability Discrimination Act (2005), Equality Act (2006) and the Race Relations (Amendment) Act (2000).

The effectiveness of staff training is assessed through staff awareness and evidence in their work

Training is regular and planned and records of attendance are kept.

Key staff are trained in managing and reducing conflict

Staff are trained in signs of abuse and related procedures

Learners' knowledge and understanding is reinforced through their programme, in tutorials and at reviews.

The provider can demonstrate the impact of training on both its staff and learners.

The provider makes sure that all learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the providers

Staff and learners' induction is thorough and covers all aspects of bullying, harassment and equality

The provider has procedures to deal with harassment and discrimination at work and records to show that these procedures are effective

Information is readily accessible which informs staff and learners of the action they need to take if they are being bullied or harassed.

Employers offering work placements or employing learners are informed of provider policies to protect learners from bullying, harassment and discrimination, and asked to confirm that they operate similar policies. This is checked at subsequent assessor visits.

Discussions with work-based learners show that they understand the nature of bullying, harassment and discrimination and what to do if confronted with it

The provider manages incidents and complaints specifically about disability, gender and race equality

Reporting of incidents and complaints in relation to disability, gender and race equality is covered at learners' and staff induction

Incidents and complaints in relation to disability, gender and race equality are recorded and effectively acted upon

The reasons for incidents and complaints in relation to disability, gender and race equality are analysed and training, if appropriate, planned and delivered

All staff and learners know to whom they should report incidents and complaints in relation to disability, gender and race equality

Where no incidents and complaints in relation to disability, gender and race equality have been recorded, the provider has ensured that all learners and staff understand procedures

Procedures are regularly reviewed and updated in response to the levels of complaints and incidents

Learners' understanding of how to report incidents and complaints in relation to disability, gender and race equality is checked and reinforced at progress reviews and in tutorials

The provider sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of learners (E&A)

Achievement and progression data of different groups are collected, analysed and used to set targets to improve the performance of underachieving groups

Data analysis of different groups includes analysis by ethnic group, gender, age, disability, level and where possible, for learners living in disadvantaged postcode areas and/or in receipt of the education maintenance allowance (EMA)

In colleges and larger wider remit providers, achievement and progression is monitored at sector subject area level.

Learners' progression data is collected, analysed and used to promote ambition

Significant aspects of provision meet the needs of all groups of learners

There is sound data analysis with follow-up and action-planning in relation to enrolments, retention and achievements

Data is gathered on the impact of support for individual learners: its effect on progress, achievement and progression is monitored and reported. (This includes the use of scribes, additional time as well as 1:1 support in the classroom).

Learners are asked about the value and impact of the individual support, support which should enable them to improve significantly

There are inclusive literacy, numeracy and language support mechanisms

Disabled learners have regular reviews to test whether adjustments are proving effective

An accessibility statement includes information about 'reasonable adjustments'

The provider takes action to reduce any significant variation in outcomes between different groups of learners, to maximise their potential (E&A)

Self-assessment and provider action plans identify areas for improvement and actions to be taken associated with differences in achievement and progression.

Actions to address differences in achievement and progression should be specific and appropriate; e.g., the use of the national Race Equality in Employment Standards for FE (LSC document) to address ethnicity discrepancies, a well-considered 3-year plan to implement the Disability Equality Scheme

The impact of actions to address differences in achievement and progression are monitored and reported to governors/supervisory bodies.

The provider has guidance that clearly states the frequency of reporting required on action plans that address differences in achievement and progression.

Curriculum managers know what their responsibility is with regard to actions to address differences in achievement and progression.

Curriculum planning is informed by equal opportunities' principles and an awareness of cultural and linguistic diversity

Significant aspects of provision meet the needs of all groups of learners

How effectively does the provider engage with users to support and promote improvement?

The views of different user groups are sought and acted upon to plan, manage and improve the provision (MPC)

Increased emphasis on the user voice

The promotion of inter-cultural and inter-faith debate and dialogue

The provider uses a range of methods to collect feedback from learners, including focus groups and surveys.

Arrangements are in place to ensure all learners can participate in feedback mechanisms, including those with learning difficulties and/or disabilities.

Feedback outcomes are analysed and any variations in responses by different groups of learners explored and acted upon.

The provider evaluates feedback responses to ensure that all groups have had the opportunity to respond.

Where appropriate, the provider monitors the membership of student councils to ensure that membership is representative and learners with specific needs are supported to be part of the council.

The provider has appropriate arrangements in place to develop learners' advocacy and representative skills.